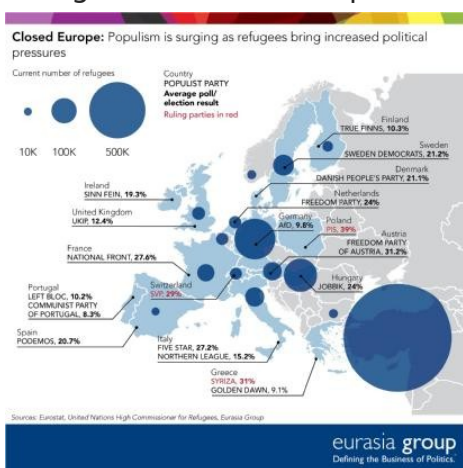


<b>Proposal Title</b>	<b>Promoting positive refugee-host interactions in formal educational settings</b>
<b>Reserve Fund</b>	Europe Reserve Fund
<b>Amount Requested</b>	<p>US\$ 900,000 requested from Europe Reserve Fund.</p> <p>US\$ 200,000 will be provided from ESP's field <i>Grassroots Mobilization &amp; Community Activism in Europe (Cow: Grassroots Mobilization and Community Activism)</i>, which was allocated to support actions by teachers, students and parents around education inclusion for marginalized groups.</p>
<b>Detail on Amount Requested (Optional)</b>	<p>US\$ 750,000 will be disbursed through open calls for proposals through key constituency-based European umbrella organisations that have an active presence in communities as well as advocacy reach at national and European levels: teachers through the European Trade Union Committee for Education (ETUCE) the European regional office of Education International (EI), parents through the European Parents Association (EPA) and students through the European Student Union (ESU) and the Organising Bureau of European School Students' Unions (OBESSU). The calls will be designed to strengthen on-the-ground action that promotes positive refugee-host interactions in formal educational settings by local affiliates. US\$ 150,000 will support associated advocacy and overheads and events convened by umbrella bodies.</p> <p>US\$ 200,000 will support the coordination of actions by SIRIUS, which is a European wide policy network on the education of children with a migrant background.</p> <p>About the organisations in brief:</p> <div data-bbox="496 1190 1386 1703"> <p><b>EPA</b> gathers the parents associations in Europe which together represent more than 150 million parents. promote the active participation of parents and the recognition of their central role as the primary responsible of the education of their children</p> <p><b>ETUCE</b> (EI) European confederation of teacher unions with 10 million members represented in every European country (including North and Middle East) coordinate on-the-ground teacher union actions and policy cloud doubled with grassroots presence and reachout at school level and in the education system</p> <p><b>ESU, OBESSU</b> 45 National Unions of Students from 45 countries represents over 15 million students in Europe is inclusive and strives for solidarity within the students' movement</p> <p><b>SIRIUS</b> network of education in Europe universities, research centres, eg. MPG, etc. part of the Commission on migration and expertise in working with multi-stakeholders environment</p> </div>
<b>Background (Optional)</b>	<p>The recent influx and overall increasing numbers of refugees, asylum seekers and economic migrants in Europe the raises urgent challenges for education inclusion. For instance, on February 3, 2016 UNICEF spokeswoman Sarah Crowe said that “children currently account for 36% of those risking the treacherous sea crossing between Greece and Turkey” and that</p>

	<p>“Children and women on the move now make up nearly 60%” of those entering from Macedonia, which marks a significant shift since June 2015, when 73% of refugees were adult males and only one in 10 were under the age of 18.</p> <p>Despite the inadequate political response overall, there is recognition of the importance of a positive school environment for promoting successful settlement outcomes and there is acknowledgement that effective inclusion for young people with a refugee-background is inevitable. However, in the current political climate, public system responses are reluctant and delayed, as a result, schools (including educational professionals, parents and pupils) across Europe are ill-prepared and poorly equipped to recognize and respond to the multiple challenges faced by children and young people who must learn a new language while grappling with unfamiliar educational and social systems, as well as often hostile environments. Most refugee-background students often have had minimal or significantly-disrupted formal education prior to arrival in their new country and as a general rule have experienced trauma. Parents, teachers and pupils in host countries are highly sensitized to the security, health and welfare-system ‘threats’ posed by refugees. Poor political leadership and increasingly active agitation by right-wing organisations and politicians threaten to make inclusion efforts untenable at community and school-levels.</p> <p>The escalation of refugee inflows in 2015, and the likely similar rates in 2016, has led to a boost in public debates on immigration. The discourses are significantly shaped by country socio-political contexts, policy traditions, and even national vocabularies. Increasingly, however, we see a convergence of national policies that favour restriction and the securitization of the issues around immigration. For instance, in France, Greece, Hungary and Finland, the public discourse is shaped around the argument of immigration as a security threat. In France this is shared by both right and left wing governments consistent with the 2002 “Roma deportations”, the 2004 “headscarf affair” and the 2010 “burqa ban”. This is reinforced by the 2005 riots, and the <i>Charlie Hebdo</i>, and <i>Bataclan</i> attacks. In Finland, the presentation of refugees and immigrants as racialized others with abhorrent cultural practices (e.g. gender related violence, etc.) fuels the general sense of fear concerning migrants. Greece and Hungary have tried to fence themselves in totally from migrants and adopted a series of regulations towards the criminalization of irregular migration.</p>
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## Risks (Optional)

The increasingly restrictive national policies on refugees and migration pose the principal risks to the implementation of the proposed actions. Also, the securitization of the issue of immigration infests the public speech and opinion within



countries that currently have a more open-door policy: Germany, Sweden and the Netherlands. The Eurasia Group's chart shows a surge of the populist vote as refugee-related policy responses increase political pressure. Further elections down the road in 2016, like the April presidential elections in Austria (where Heinz Fischer cannot stand for a third term), Senate elections in the Czech

Republic, state elections in Germany (Baden-Württemberg, Rhineland-Palatinate, Saxony-Anhalt, Mecklenburg-West Pomerania and Berlin) and local municipal elections in Hesse and Lower Saxony; Irish general elections, Lithuania, Romania and Slovakia's parliamentary elections, and the UK's local elections, could be a repeat of the outcomes in the 2015 Poland elections and the regional elections in France.

Heightened anti-immigrant sentiments sustained by media and anti-immigration politicians will lead to adversarial attitudes within local communities and school level. We have selected our grantees and a method of program delivery to address this challenge. The below chart briefly introduces the four grantees we aim to work with in view of delivering the support needed by community grassroots groups at local levels.

Criteria for funding will emphasise cross-constituency collaboration; partnerships with local municipalities, immigrant and refugee-led groups, and other civil society organisations; and active advocacy to promote inclusive education, both across the memberships of these constituency-based bodies where support for refugees is uneven as well as at National level and the European Commission.

## Unforeseen Need (250 words)

While the ESP and OSIFE approved strategies do include a central focus on the grassroots activism and rights-based work to promote the social inclusion of minorities, the vast scale of the European refugee influx was unforeseen at the time the strategies were developed. The refugees and asylum seekers now on European soil include school-aged pupils, educational professionals (including teachers, principals and education support personnel), and parents. Integrating pupils in formal education systems, maintaining a positive democratic attitude of asylum-seeking parents, as well as capitalizing on the skills and competences of educational personnel provides a fundamentally alternative response to both the securitizing and the multicultural policy arguments and responses.

	<p>The countering of the criminalization of irregular migration and the need for local context specific interventions to be devised so that while they address general problems are primarily local community driven and embedded. This is likely to improve the likelihood of effective interventions in schools that promote an inclusive learning environment in unique cultural and socio-political contexts across Europe.</p>
<p><b>Activities Proposed (500 words)</b></p>	<p>The key activities include:</p> <ul style="list-style-type: none"> <li>• The joint development of comprehensive background materials to inform the call for proposals. Lead SIRIUS with inputs from ETUCE and EI, EPA, ESU, OBESSU and OSF.</li> <li>• EI, EPA, OBESSU and ESU will each announce a small grants program within their constituency groups to support actions that involve collaboration and action to promote education inclusion.</li> <li>• The promotion of grant call and regional meetings with local affiliates to prepare the distribution of information at various local levels and help prepare applications.</li> <li>• The selection of actions by evaluators identified by the partner organisations and OSF.</li> <li>• The contracting of at least 100 small grants initiated by community action groups focusing on addressing the challenges faced by schools in creating an inclusive learning environment.</li> <li>• Proactive collaboration with refugee-led and immigrant led groups as well as local municipalities and other community-based organisations.</li> <li>• Documenting local actions, sharing good practice between grassroots activists and creating the images to counterbalance the “criminalization of irregular migration” discourse.</li> </ul>
<p><b>Summary for Board Reports (100 words)</b></p>	<p>This initiative will strengthen actors within constituency-based organisations of teachers, parents and students that are striving to maximise the potential in their organisations to enable coordinated community-level actions and national and European level advocacy that promotes a more positive response to the inclusion of refugees and minorities in formal education systems. Calls for proposals will be issued through these structures to build cross-constituency collaboration, partnerships with local municipalities and immigrant and refugee-led organisations and other community-level organisations.</p>
<p><b>Collaborating Programs within OSF and essential partners or grantees</b></p>	<p><b>OSF Programs:</b> Education Support Program (ESP); Open Society Initiative for Europe (OSIFE). Active collaboration will be established with the Early Childhood Program, the HRI’s Mental Health Initiative and the Migration Initiative.</p> <p><b>External partners/grantees:</b> Education International, The European Trade Union Confederation for Education; the European parents Association; the European Student Union; the Organising Bureau of European Schools Students Unions, the</p>

	SIRIUS network and the Network of Education Policy Centres (of Former OSF Education Spin-off organisations).
<b>Contributions expected from Collaborating Programs (250 words)</b>	<p>The work will be lead though active collaboration between major partners and OSF. OSF programs will provide staff time and expertise as follows:</p> <ul style="list-style-type: none"> <li>Education Support Program (ESP) will work with key partners to develop the call for proposals in a coordinated and mutually reinforcing way. It will also contract 1-2 consultants to document, follow and advice on program improvements.</li> <li>Open Society Initiative for Europe (OSIFE) will be tapped for the outreach in European capitals and links with key partners and organizations in countries of special focus (i.e. Germany, France, etc.).</li> <li>The Communications Office will be consulted on the media outreach work.</li> </ul>
<b>Statement of who within OSF would guide the work</b>	ESP will serve as the key communication hub both among OSF units as well as grantee organizations.

<b>Allocator</b> <i>(See list on <a href="#">Reserve Funds KARL</a>)</i>	Name	Jordi Vaquer
	Date Approved	
<b>Allocator Notes / Comments</b> <i>(To be completed by allocator only)</i>	<i>(Notes/Comments - Optional field)</i>	
	<i>(Criteria checklist)</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Is this an <u>unforeseen</u> opportunity or a genuinely new idea to advance core open society commitments?</li> <li><input type="checkbox"/> Is the need time-sensitive?</li> <li><input type="checkbox"/> Are we proposing to do something that others are not doing?</li> <li><input type="checkbox"/> Is the plan compelling?</li> <li><input type="checkbox"/> Does the planned activity take good advantage of OSF capacity?</li> <li><input type="checkbox"/> Is the team leading the work up to the task?</li> </ul>	
<b>Urgency level for grant approval &amp; payments</b>	<input checked="" type="checkbox"/> <b>Not</b> Rapid Response	<input type="checkbox"/> Rapid Response <i>(See procedure on <a href="#">KARL</a>)</i>
<b>If approved, where to allocate the budget?</b> <i>(If the budget is split between multiple programs, please copy/paste this section as needed.)</i>	Amount	\$900,000
	Category of Work	SGMF000 : FIELD : Fealty to Grassroots Mobilization & Community Activism
	Division/Program Code	ESP PROG
	Entity <i>(i.e., FPOS, ZUG)</i>	100%ZUG

	Fund Class ( <i>i.e., Lobbying/Non-Lobbying</i> )	100%Lobbying
	Geography ( <i>of benefit</i> )	100% Europe